

# Lura Kinsey Community School

## ARIZONA SCHOOL REPORT CARD 2003-04

1601 S. Lone Tree Road, Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mr. LeRoy N. Shingoitewa  
Schedule : 8:00 AM to 4:00 PM  
Grades : K-6  
2003 Enrollment : 488  
Web Address : [www.flagstaff.k12.az.us/kinsey](http://www.flagstaff.k12.az.us/kinsey)  
Phone Number : (928) 773-4060  
Fax Number : (928) 773-4070  
E-mail : [lshingoi@apscc.org](mailto:lshingoi@apscc.org)

### Mission

Kinsey students will be prepared academically, socially, physically and emotionally to become productive students. Recognizing our diverse cultural wealth, our school experiences are structured so each child develops respect for self and others.

### School / Academic Goals

- ü To successfully meet each child's academic needs using a variety of materials, methods and processes that promote creative and critical thinking. Increase scores in Math, Reading and Language Arts on the SAT 9 tests.
- ü Community School Concept: To increase parent and community involvement through active participation in school programs and site management.

### Instructional Programs

- ü K-6 Saxon Math Program
- ü K-2 SFA/3-6 Houghton Mif Reading Program
- ü CLIP/Afterschool Tutoring
- ü Character Education/Prevention Program

### Enrollment

October 1, 2002 School Year Student Enrollment : 510  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 50

### Calendar Information

Number of Instruction Days : 179  
Average Daily Instruction Time : 6 hours 30 minutes  
First Day of School : 8/25/2003  
Last Day of School : 6/24/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü Capital Outlay Budget
- Ü Parent/Educator Relations
- Ü School-wide planning
- Ü Extracurricular Activities
- Ü School Safety Issues
- Ü Improving Standardized Test Scores

## Staffing Information for School Year 2003-04

## Position

## Number

## Position

## Number

Administrator

1.00

Teacher

36.00

Other Professional Staff

6.00

Teacher Aide

3.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

## Experience

## Bachelor's

## Master's

## Doctorate

## Other

3 or fewer years

5

0

0

0

4 to 6 years

6

2

0

0

7 to 9 years

3

2

0

0

10 or more years

6

12

0

0

## Shared Responsibilities

## School

The responsibilities Kinsey School has to its parents is to create a safe and stimulating climate for optimal learning; help students become responsible, contributing citizens within their home, community and school environment.

## Parents

The responsibilities of parents of Kinsey are to send their children to school regularly. Parents should provide children positive learning assistance and a place in the home conducive to learning.

## Resources Available at School Site

## Special Facilities

Ü SFA/CLIP Tutoring Clinic

Ü Reading Center/FACTS After School

## Extracurricular Activities

Ü Technology Club

Ü Incentive Program

Ü ASTROS

Ü Big Brothers/Big Sisters Program

## Social Services

Ü Breakfast/Lunch Programs

Ü Second Step Program

Ü School-based Clinic

Ü FACTS After School Community Program

## Transportation Policy

We provide regular bus service for: Students with disabilities who require transportation as indicated in their Individual Education Programs; students living within one-mile radius of the school and students who live more than one mile from school.

## Indicators of Success Based on Historical Data from 2002-03

## School Achievements/Accomplishments 2002-03

- Ü Kinsey has Pros Reading Program. Pros Reading is an intensive, research-based reading program for K-6. The Program was developed by teachers to meet the special needs of our students.
- Ü Kinsey School has established a Family Support Team whose purpose is to identify and remediate the components of each at-risk student's life which interfere with the achievement of school success.

## School Honors

## Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü Grand Champion Coconino State Fair Art	2003
Ü Sams Club Teacher of the Year	2001
Ü Mobil Special Incentive Award	2001
Ü Flagstaff Fire Department School Award	2001

## Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate <sup>2</sup>	--	95	94	96
Transfers Out <sup>3</sup>	32	20	20	20
Transfers In <sup>4</sup> (Within District)	3	2	2	2
Transfers In <sup>5</sup> (Out of District)	5	10	10	9
Promotion Rate <sup>6</sup>	91	99	98	95
Retention Rate <sup>7</sup>	9	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			76
Graduation Rate <sup>10</sup>	--			76

## Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	69	92
Grades 3-4	87	69
Grades 4-5	73	67
Grades 5-6	93	93

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

## Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	758	75372	98	101	101	523	530	523	4	6	9	21	23	25	42	35	36	33	35	30
All Students (Prior Year)	60	781	70809	NA	NA	NA	518	526	518	2	6	11	30	23	27	51	39	35	17	32	27
Female	25	378	36901	96	101	101	514	528	524	4	7	8	36	25	25	36	33	36	24	34	31
Male	31	380	38385	100	102	101	532	532	523	4	6	9	7	20	24	48	38	36	41	37	30
African American	NC	22	3589	NC	100	96	NC	500	501	NC	11	18	NC	37	33	NC	42	33	NC	11	16
Hispanic	14	149	29103	93	100	99	516	503	510	8	15	12	31	38	31	23	26	36	38	20	20
Asian/Pacific Islander	NC	NC	1574	NC	NC	96	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	34	NC	NC	48
American Indian/Alaskan Native	12	168	5086	100	102	114	515	508	491	0	11	22	22	33	38	56	38	28	22	18	12
White	22	407	34597	92	100	98	537	545	535	0	2	4	18	15	20	41	36	38	41	46	38
Students with Disabilities	NC	139	8057	NC	124	99	NC	529	496	NC	12	23	NC	24	31	NC	24	28	NC	39	17
Students without Disabilities	53	619	67315	100	97	101	523	530	525	4	6	8	22	23	24	41	36	37	33	35	31
Limited English Proficient Students	NC	128	16925	NC	106	112	NC	469	482	NC	34	27	NC	43	40	NC	17	26	NC	6	7
Migrant Students	--	--	869				--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	166	26325				--	524	504	--	7	15	--	24	34	--	42	33	--	27	18
Non-Economically Disadvantaged	56	592	49047				523	531	530	4	6	6	21	23	21	42	34	37	33	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	761	75221	100	102	101	517	526	523	10	7	8	17	17	16	60	53	56	13	23	21
All Students (Prior Year)	56	775	70860	NA	NA	NA	522	531	524	0	6	9	18	15	17	60	45	45	22	35	30
Female	26	379	36833	100	101	100	514	526	526	16	7	6	20	18	15	48	51	56	16	24	23
Male	31	382	38319	100	103	101	519	526	520	4	6	9	15	16	17	70	56	56	11	23	18
African American	NC	22	3597	NC	100	97	NC	518	510	NC	16	14	NC	5	22	NC	58	53	NC	21	11
Hispanic	14	150	29019	93	101	99	513	513	513	23	17	12	15	27	21	46	42	55	15	15	13
Asian/Pacific Islander	NC	NC	1572	NC	NC	95	NC	NC	536	NC	NC	2	NC	NC	9	NC	NC	57	NC	NC	31
American Indian/Alaskan Native	12	169	50711	100	103	114	507	511	502	11	11	20	33	28	27	56	51	46	0	10	8
White	23	407	34543	96	100	97	528	534	531	0	2	4	18	12	12	59	56	58	23	30	26
Students with Disabilities	NC	142	8006	NC	127	99	NC	523	505	NC	13	22	NC	21	23	NC	41	42	NC	26	13
Students without Disabilities	53	619	67215	100	97	101	517	526	524	10	6	7	18	17	16	59	54	56	14	23	21
Limited English Proficient Students	NC	130	16853	NC	107	112	NC	478	489	NC	43	29	NC	37	36	NC	20	32	NC	0	3
Migrant Students	--	--	866				--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	168	26256				--	529	509	--	7	14	--	16	24	--	53	51	--	24	11
Non-Economically Disadvantaged	57	593	48965				517	526	528	10	6	5	17	17	13	60	53	58	13	23	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	56	754	73654	98	101	99	525	533	530	8	6	9	16	14	13	75	73	70	2	7	7
All Students (Prior Year)	56	763	68592	NA	NA	NA	538	551	542	0	5	9	18	9	12	71	66	63	11	19	16
Female	26	375	36239	100	100	99	528	537	537	8	7	7	24	12	11	64	71	72	4	9	10
Male	30	379	37301	97	102	98	523	530	523	8	5	12	8	16	15	85	74	68	0	5	5
African American	NC	22	3488	NC	100	94	NC	522	515	NC	21	16	NC	11	18	NC	63	62	NC	5	4
Hispanic	14	146	28348	93	98	96	515	519	520	15	13	13	23	19	17	62	66	65	0	3	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	12	167	4947	100	102	111	519	516	507	11	10	22	22	25	22	67	61	53	0	4	3
White	23	406	33924	96	100	96	536	543	537	0	2	5	9	10	10	86	79	75	5	9	9
Students with Disabilities	NC	138	7306	NC	123	90	NC	528	506	NC	11	24	NC	16	20	NC	68	52	NC	5	4
Students without Disabilities	53	616	66348	100	97	100	525	534	531	8	6	8	16	14	13	75	73	71	2	7	8
Limited English Proficient Students	NC	128	16422	NC	106	109	NC	486	495	NC	35	30	NC	29	27	NC	35	43	NC	0	0
Migrant Students	--	--	849				--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	164	25711				--	535	514	--	3	16	--	17	19	--	71	61	--	9	3
Non-Economically Disadvantaged	56	590	47943				525	533	535	8	7	7	16	13	11	75	73	74	2	7	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	907	76230	105	101	101	493	513	498	14	5	12	33	33	38	19	15	12	34	46	37
All Students (Prior Year)	80	822	72888	NA	NA	NA	489	505	494	8	10	14	49	37	40	17	13	12	25	41	34
Female	37	418	37247	103	98	100	493	514	500	14	5	11	34	34	40	17	14	13	34	47	37
Male	39	486	38725	105	102	101	495	512	497	14	6	14	29	33	37	21	15	12	36	46	37
African American	NC	18	3594	NC	100	96	NC	494	476	NC	18	22	NC	29	46	NC	12	11	NC	41	21
Hispanic	20	161	28100	105	100	98	482	495	482	23	12	18	38	41	47	8	14	11	31	33	24
Asian/Pacific Islander	--	10	1447	--	100	95	--	500	527	--	0	5	--	60	26	--	10	11	--	30	58
American Indian/Alaskan Native	23	191	5292	100	99	113	492	498	463	17	10	31	33	40	47	17	17	8	33	34	14
White	26	511	35389	104	98	96	508	523	514	0	2	6	30	28	32	30	15	14	40	54	48
Students with Disabilities	19	173	9022	106	109	105	471	489	465	17	12	31	50	41	43	17	24	8	17	22	17
Students without Disabilities	58	734	67208	105	99	100	495	515	500	13	5	12	31	33	38	19	14	12	37	48	38
Limited English Proficient Students	10	138	14826	77	104	113	416	467	460	100	25	31	0	55	51	0	14	8	0	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	14	236	25037				409	506	477	100	8	21	0	36	47	0	14	11	0	42	21
Non-Economically Disadvantaged	63	671	51193				494	515	507	12	5	9	33	33	35	19	15	13	35	48	43

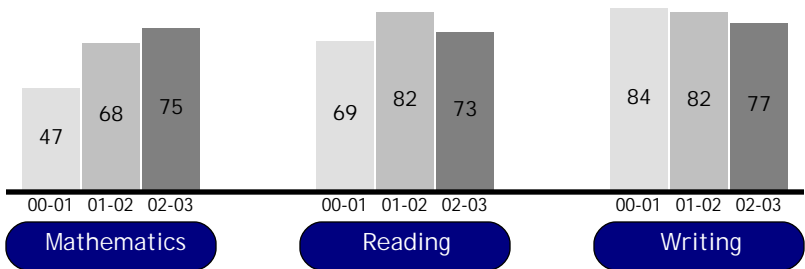
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	905	76202	105	100	101	504	510	505	19	11	19	26	22	24	42	52	46	12	16	11
All Students (Prior Year)	80	824	72779	NA	NA	NA	503	509	505	20	17	21	20	20	20	50	44	43	10	19	15
Female	37	420	37231	103	99	100	507	511	507	11	9	16	32	23	24	39	51	48	18	17	13
Male	39	482	38718	105	101	101	501	509	503	25	13	22	21	20	24	46	52	44	7	14	10
African American	NC	18	3600	NC	100	97	NC	506	497	NC	6	28	NC	31	29	NC	56	39	NC	6	5
Hispanic	20	159	28090	105	99	98	506	504	497	23	20	28	15	28	30	46	37	37	15	15	5
Asian/Pacific Islander	--	10	1443	--	100	95	--	503	515	--	20	9	--	20	19	--	50	53	--	10	19
American Indian/Alaskan Native	23	191	5311	100	99	113	496	498	491	33	24	38	28	26	31	33	42	28	6	8	3
White	26	513	35371	104	99	96	511	515	512	0	6	10	35	18	20	45	58	54	20	18	16
Students with Disabilities	19	172	9097	106	109	106	491	502	493	40	16	39	40	21	27	20	58	29	0	5	5
Students without Disabilities	58	733	67105	105	99	100	505	510	506	17	11	18	25	22	24	44	51	47	13	16	12
Limited English Proficient Students	10	137	14780	77	103	113	474	490	486	100	47	50	0	23	32	0	28	18	0	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	14	236	24961				NA	502	495	NA	19	32	NA	24	30	NA	47	34	NA	9	4
Non-Economically Disadvantaged	63	669	51241				504	512	509	19	9	14	26	21	22	42	53	51	12	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	897	74692	105	100	99	495	512	502	18	10	18	32	25	27	47	57	47	4	8	8
All Students (Prior Year)	76	792	70710	NA	NA	NA	516	526	512	9	10	17	26	23	26	53	46	42	12	21	16
Female	37	415	36710	103	98	99	500	518	509	11	7	14	32	25	26	54	59	50	4	9	10
Male	39	479	37742	105	101	98	492	506	495	21	13	22	32	25	28	43	55	44	4	7	6
African American	NC	17	3516	NC	94	94	NC	503	487	NC	27	26	NC	27	31	NC	40	39	NC	7	4
Hispanic	20	158	27492	105	98	96	495	495	486	23	18	27	23	36	32	46	41	38	8	5	4
Asian/Pacific Islander	--	10	1428	--	100	94	--	499	528	--	20	8	--	0	20	--	80	54	--	0	18
American Indian/Alaskan Native	23	190	5166	100	98	110	479	492	470	28	20	39	39	36	32	33	41	27	0	3	2
White	26	508	34785	104	98	94	514	524	517	0	5	10	25	19	23	70	66	56	5	10	11
Students with Disabilities	19	169	8428	106	107	98	467	499	472	40	11	38	40	32	30	20	55	29	0	3	3
Students without Disabilities	58	728	66264	105	98	99	497	513	503	15	10	17	31	25	27	50	57	48	4	8	8
Limited English Proficient Students	10	137	14363	77	103	109	417	462	459	100	44	47	0	33	34	0	23	19	0	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	14	233	24507				NA	501	480	NA	13	31	NA	31	33	NA	54	33	NA	3	3
Non-Economically Disadvantaged	63	664	50185				495	515	511	18	10	13	32	23	24	47	58	53	4	9	10

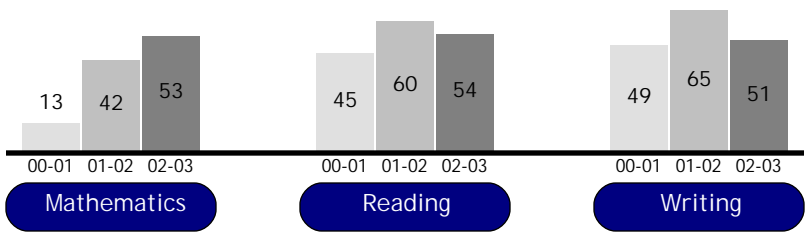
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	61	45	61	53	97	32	49	44	97	47	56	50
	Language	72	32	52	45	97	29	45	39	100	37	47	43
	Mathematics	75	49	65	56	97	53	58	52	100	57	64	57
3	Reading	83	56	61	50	93	37	51	43	100	39	53	47
	Language	81	60	61	55	88	47	56	50	98	50	59	54
	Mathematics	88	53	62	53	88	52	58	50	100	61	60	54
4	Reading	91	40	66	55	97	38	56	47	100	48	60	52
	Language	91	39	58	50	100	35	50	45	96	45	53	48
	Mathematics	93	36	65	56	91	52	60	52	96	54	64	57
5	Reading	90	47	57	51	94	40	54	46	91	56	59	50
	Language	88	43	51	46	100	34	48	43	92	42	53	46
	Mathematics	98	41	60	56	96	44	62	54	97	57	67	57
6	Reading	95	55	61	54	91	38	60	49	95	51	63	53
	Language	97	48	54	46	96	27	53	42	97	41	56	45
	Mathematics	95	50	70	61	87	48	69	58	93	64	73	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Kinsey has developed and implemented a Discipline Point System that helps students and staff create a safe and orderly climate for learning.  
Learning to Respect and assist one another is a key component in the Character Development program.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Linda Sogge	(928) 779-5943
Transportation Policy	Sharon Rickner	(928) 773-4170
Community Resources	Cecelia Owens	(928) 779-6591
School Nutrition Programs	Don Gala	(928) 773-6091
Parent Organization	Angela Gray	(928) 773-4060
Student Health/Nurse	Mary Kinney	(928) 773-4062

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)